

COMPILED ARTS FACTS FOR “DID YOU KNOW?” SECTIONS OF *THE CHOICE IS ART* WEBSITE

Success in School

High school students who take 4 years of arts and music classes score 91 points better on their SATs than students who take one-half year or less. – The College Board, 2009.

Students who participate in the arts, both in school and after school, demonstrate improved academic performance. – Dr. James S. Catterall, UCLA, 1997.

Students who participate in the arts, both in school and after school, are more active in community affairs than other students. – Dr. James S. Catterall, UCLA, 1997.

Students who participate in the arts, both in school and after school, demonstrate lower dropout rates. – *Critical Links*, Arts Education Partnership, 2002.

Arts-based learning nurtures motivation, including active engagement, disciplined and sustained attention, persistence and entrepreneurial risk-taking. – *Critical Links*, Arts Education Partnership, 2002.

Student participation in arts-based learning increases school attendance and educational aspirations. – *Critical Links*, Arts Education Partnership, 2002.

93% of Americans agree the arts are vital to providing a well-rounded education for children. – Harris Poll, 2005.

Children who take music lessons show different brain development and improved memory compared to children who do not receive musical training. – Dr. Laurel Trainor, Professor of Psychology, Neuroscience and Behavior at McMaster University, 2006.

Students receiving arts-based instruction for at least 3 hours on 3 days of each week are 4 times more likely to be recognized for academic achievement. – Dr. Shirley Brice Heath, Stanford University, 1998.

Students receiving arts-based instruction for at least 3 hours on 3 days of each week are 3 times more likely to be elected to class leadership positions. – Dr. Shirley Brice Heath, Stanford University, 1998.

Students receiving arts-based instruction for at least 3 hours on 3 days of each week are 4 times more likely to participate in math and science fairs. – Dr. Shirley Brice Heath, Stanford University, 1998.

Students receiving arts-based instruction for at least 3 hours on 3 days of each week are 3 times more likely to win awards for school attendance. – Dr. Shirley Brice Heath, Stanford University, 1998.

Students receiving arts-based instruction for at least 3 hours on 3 days of each week are 4 times more likely to win awards for writing essays or poems. – Dr. Shirley Brice Heath, Stanford University, 1998.

Safe Outlets for Creative Expression

Arts participants are half as likely to have new court referrals as non-participating youth. – *YouthARTS Development Project*, U.S. Department of Justice, 2000.

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Arts participants demonstrate an increased ability to express anger appropriately, to communicate effectively with adults and peers and to work cooperatively with others. – *Youth ARTS Development Project*, U.S. Department of Justice, 2000.

Arts participants are more likely to show improvement in their attitudes toward school, self-esteem and self-efficacy than non-participating youth. – *YouthARTS Development Project*, U.S. Department of Justice, 2000.

Arts participants are less likely to drop out of school. – Dr. James S. Catterall, UCLA, 1997.

“The arts provide opportunities for youth from all backgrounds to do something positive with their talents and time.” – Former U.S. Attorney General Janet Reno, 1998.

Arts participants develop strength, resiliency and self-image allowing them to participate in society on healthy terms. – Robert K. Ross, M.D., *The Power of Art: Pathways to Healthy Youth Development*, 2006.

Students who participate in the arts are provided with safe spaces for physical and creative security. – *Powerful Voices: Developing High-Impact Arts Programs for Teens*, Surdna Foundation, 2002.

Direct participation in art-making leverages individual life skills. – *Powerful Voices: Developing High-Impact Arts Programs for Teens*, Surdna Foundation, 2002.

“You can’t teach kids algebra if they don’t want to live. And art appeals to life. It appeals to the part of the brain where imagination lives.” – William Strickland, Manchester Craftsmen’s Guild, Pittsburgh.

Competing in a 21st Century Workforce

“To prepare our children for the creative economy they need a comprehensive education.” – *The Flight of the Creative Class: The New Global Competition for Talent*, Richard Florida, 2005.

The U.S. is home to 668,267 *creative industry* businesses. They employ 2.9 million people, representing 4.05 percent of all U.S. businesses and 2.18 percent of all U.S. employees. – Dun & Bradstreet, 2010.

85% of surveyed business executives indicate they have difficulty recruiting individuals who possess creative ability. The demand for creative people will increase as U.S. firms pursue innovation. – *Ready to Innovate*, The Conference Board, 2008.

U.S. employers rate creativity/innovation among the top 5 skills that will increase in importance over the next 5 years, and rank it among the top challenges facing CEOs. – *Ready to Innovate*, The Conference Board, 2008.

Employers (56%) and superintendents (79%) agree that a college degree in the arts is the most significant indicator of creativity in a prospective job candidate. – *Ready to Innovate*, The Conference Board, 2008.

Among 11 subjects offered in high school, superintendents rank arts activities in the top 4 that are most likely to develop creativity. – *Ready to Innovate*, The Conference Board, 2008.

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For young people, quality high school speech and theatre programming develops heightened historic, cultural and social awareness through adulthood, regardless of occupation. – Laura A. McCammon and Johnny Saldaña, *Lifelong Impact: Adult Perceptions of Speech and/or Theatre Participation*, 2010.

For young people, quality high school speech and theatre programming develops empathy and emotional intelligence through adulthood, regardless of occupation. – Laura A. McCammon and Johnny Saldaña, *Lifelong Impact: Adult Perceptions of Speech and/or Theatre Participation*, 2010.

For young people, quality high school speech and theatre programming develops collaborative teamwork, problem-solving and leadership skills through adulthood, regardless of occupation. – Laura A. McCammon and Johnny Saldaña, *Lifelong Impact: Adult Perceptions of Speech and/or Theatre Participation*, 2010.

Arizona Arts Education Census Data

More Arizona high school students are enrolled in dance classes than in band, orchestra or theatre. – *Arizona Arts Education Census Project*, 2010.

75% of Arizona schools participate in arts-based field trips. – *Arizona Arts Education Census Project*, 2010.

Arizona schools, on average, spend less than half a penny a day per student on arts supplies. – *Arizona Arts Education Census Project*, 2010.

87% of Arizona schools offer at least one arts class. – *Arizona Arts Education Census Project*, 2010.

34% of Arizona’s rural schools do not have a highly qualified arts teacher, compared to 15% of suburban schools. – *Arizona Arts Education Census Project*, 2010.

134,203 Arizona students attend a school without any access to arts instruction provided by a highly qualified arts teacher. – *Arizona Arts Education Census Project*, 2010.

Only 55% of Arizona schools provide instruction in both music and visual arts. – *Arizona Arts Education Census Project*, 2010.

Arizona students receive 55 minutes of music and visual arts instruction per week on average, in contrast to dance and theatre, which never exceed an average of 15 minutes per week. – *Arizona Arts Education Census Project*, 2010.

Only 8% of Arizona schools report having adequately equipped facilities for dance. – *Arizona Arts Education Census Project*, 2010.

Only 37% of Arizona schools provide students with opportunities to learn from Artists in Residence. – *Arizona Arts Education Census Project*, 2010.